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ABSTRACT

In its first year under Title VII of the Elementary and Secondary Education Act funding, the Chinese Bilingual Career Awareness Program served 265 Chinese-speaking students with limited English proficiency in two New York City junior high schools. The project's main goals were to improve student skills in English, increase content-area achievement including computer literacy, encourage academic persistence by creating awareness of career opportunities available to well-educated students, and to improve attendance. Students were enrolled in English as a second language (ESL), bilingual or mainstream classes in mathematics, science, and social studies, and career awareness classes. Non-instructional program components included counseling and tutoring services, services for parents, materials development, and staff development. Project objectives were met in English language development, mathematics, science, social studies, staff training, parental involvement, career development, and attendance. Recommendations for program improvement are given. Appendices include career evaluation and parent involvement worksheets. (Author/MSE)

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Brooklyn, New York 11201

O.E.A. Evaluation Section Report

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Grant Number: GOO-852-5048

CHINESE BILINGUAL CAREER AWARENESS PROGRAM

1986-1987

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Florence Pu-Folkes

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A SUMMARY OF THE REPORT

In June 1987 the Chinese Bilingual Career Awareness Program (hereafter referred to as Project CAP) completed its first year of a three-year funding cycle under Title VII of the Elementary and Secondary Education Act. Project CAP was designed to serve 265 Chinese-speaking students of limited English proficiency (LEP) at two junior high schools in New York City: I.S. 131, in Community School District (C.S.D.) 2 in Manhattan, and J.H.S. 73, in C.S.D. 24 in Queens.

The project's main goals were: to improve students' skills in understanding, speaking, reading, and writing English; to increase their achievement in content-area subjects, including computer literacy; to encourage students to stay in school by making them aware of the career opportunities awaiting well-educated students; and to improve attendance.

Project students at both schools were enrolled in courses in English as a second language (E.S.L.), and in bilingual or mainstream classes in mathematics, science, and social studies. In addition, they attended career awareness classes conducted by project personnel. Classroom career awareness instruction was supplemented by enrichment activities, such as field trips and lectures by guest speakers. CAP's other non-instructional components included counseling and tutoring students, offering services to students' parents, developing materials for student use, and training staff members through workshops, conferences, and university courses.

The project's instructional objectives were assessed by examining students' English language development, and their performance in mathematics, science, and social studies courses. Non-instructional objectives were assessed in the areas of student attendance, staff development, curriculum development, parental involvement, and providing career exploration opportunities for students. Quantitative analysis of student achievement data and an examination of project records indicate that:

-- Instructional objectives were achieved in the areas of English-language achievement, mathematics, science, and social studies.

-- Non-instructional objectives were achieved in the areas of staff training, parental involvement, career development, and attendance.

The following recommendations are aimed at strengthening particular aspects of the project in its second year:

-- Making the CAP career awareness classes an official part of students' programs at J.H.S. 73;

-- Extending future services to the eighth-grade students at I.S. 131;

-- Securing the services of a paraprofessional for the project at J.H.S. 73;

-- Relocating the CAP classes at J.H.S. 73;

-- If funds permit, providing a telephone for the CAP offices at both sites to make it easier for staff members to contact the project director and arrange non-instructional activities;

-- Exploring more creative ways to present the career education material used in the CAP classes;

-- Proposing an evaluation objective based on students' performance in the career awareness classes.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Martin Kohli has spent many hours, creating, correcting, and maintaining data files. Maria Grazia [illegible]selle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Thomas Giordano has written an abstract. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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PROJECT CAP

(Chinese Bilingual Career Awareness Program)

Year of Operation:	1986-1987, First Year of a Three-Year Funding Cycle
Project Office:	131 Livingston Street Brooklyn, New York 11201
Participating Sites:	I.S. 131 100 Hester Street New York, New York Archer Dong, Principal J.H.S. 73 70-02 54th Avenue Maspeth, New York Patricia Ruddy, Principal
Number of Students:	265
Project Director:	Florence Pu-Folkes

I. PROJECT DESCRIPTION

OVERVIEW

Funded under Title VII of the Elementary and Secondary Education Act (E.S.E.A.), Project CAP provided instructional and support services to 265 Chinese-speaking students of limited English proficiency (LEP) at two junior high schools in New York City: I.S. 131 in Community School District (C.S.D.) 2 in Manhattan, and J.H.S. 73 in C.S.D. 24 in Queens. The project completed its first year of a three-year funding cycle in June 1987.

The project's main goals were: to improve students' skills in understanding, speaking, reading, and writing English; to increase their academic achievement in content-area subjects, including computer literacy; to encourage students to stay in school by making them aware of the career opportunities awaiting

well-educated students; and to improve student attendance.

Project students were enrolled in classes in English as a second language (E.S.L.), and in bilingual or mainstream classes in mathematics, science, and social studies. In addition, they attended career awareness classes conducted by project personnel. Classroom instruction was supplemented by a variety of career-oriented enrichment activities. The project's non-instructional component also included: counseling and tutoring students; providing E.S.L. classes and other services for parents; developing career-oriented curricular materials; and staff training through workshops, conferences, and university courses.

Project operations began in October 1986 with the hiring of the director and staff for the J.H.S. 73 site. Personnel for I.S. 131 were hired in November. The secretary was hired on a part-time basis in the fall and became full-time in March 1987.

Project activities during the fall semester included: identifying and hiring staff; identifying students for participation at each site; coordinating project activities at each school, including the scheduling of career awareness classes and planning the location of the project's computer terminals; purchasing computer equipment; and identifying computer software and other materials for classroom use.

SITE CHARACTERISTICS

I.S. 131 is located in the Chinatown area of Manhattan. The school itself is over one hundred years old; however, it was

relocated to a new building approximately four years ago. Of the 1,600 students enrolled at I.S. 131 in 1986-87, approximately 400 scored below the twenty-first percentile on the English version of the Language Assessment Battery* (LAB) examination and were classified as LEP. Because of its overwhelmingly Chinese enrollment, I.S. 131 has had a bilingual instructional program for Chinese-speaking LEP students for many years.

Located in the Maspeth section of Queens, J.H.S. 73 was built in 1927; a new wing was added in 1969. Approximately 2,200 students were enrolled in the school in 1986-87, 241 of whom were of limited English proficiency. The school has had a bilingual program for Spanish-speaking students for several years.

Project CAP's office at I.S. 131 was located in a small, windowless third-floor room. In addition to office furniture and files, the room contained a large supply of brochures on sites of interest in the city, bus and subway maps, and materials on career education and job opportunities. Project CAP's office at J.H.S. 73 doubled as the classroom used for career awareness

*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. The areas measured are listening, reading, writing, and speaking. The LAB was designed to maximize the discrimination of the test for the non-native at the 20th percentile on the norms for an English-proficient sample. This is the cutoff point for eligibility for bilingual and E.S.L. instruction. The Kuder-Richardson Reliability Estimate for the total test was .97 for the high school level (Level 4). Studies have shown that the relative difficulty of items was highly similar for both native and non-native speakers, thus validating the homogeneity of the test's content.

classes. A small room, it was colorfully decorated with posters in Chinese and English. Unfortunately, however, it was adjacent to the school's gymnasium, so the noise from physical education classes was somewhat distracting when project classes were in session.

Both project offices lacked telephones, forcing staff members to rely on phones located in somewhat distant parts of their respective buildings.

STAFFING AND ORGANIZATION

Project CAP's staff consisted of a project director and a secretary, located at the central office in the Board of Education headquarters complex; one resource specialist at J.H.S. 73; and one resource specialist and one paraprofessional at I.S. 131. The three school-based staff members met weekly with the project director at the central office; in addition, they frequently telephoned her at home during the evening hours.

The project director was supervised by the director of the New York City Board of Education's Office of Bilingual Education (O.B.E.). The project director's duties included designing and implementing project activities; hiring and supervising project personnel; directing curriculum and staff development activities; and maintaining communication with all Board of Education offices and state and federal agencies.

The resource specialists coordinated project activities at the sites; interviewed, counseled, and tutored project students; provided instruction in career education; developed and adapted

career-education material; served as liaison between their schools and students' homes, and, upon request, provided translation services for mainstream teachers and guidance personnel.

The paraprofessional at I.S. 131 worked with the resource specialist on program-related activities; assisted in the classroom when necessary; maintained project records; and helped coordinate the parental involvement activities. Her linguistic abilities included Mandarin, Cantonese, Thai, and Malay.

The resource specialists and the paraprofessional were supervised by the project director and, on-site, by the principal of I.S. 131 and the bilingual coordinator at J.H.S. 73. None of the staff members reported any conflict between the schools' requirements and their Title VII responsibilities.

II. STUDENT CHARACTERISTICS

Project students were selected on the basis of their school records, teacher recommendations, personal interviews, and scores below the twenty-first percentile on the LAB (although students who scored above the twenty-first percentile on the LAB were allowed to participate). The project population at I.S. 131 consisted of 147 ninth graders. At J.H.S. 73, the project served 118 Chinese-speaking students in grades seven through nine. Project CAP had originally included sixth graders at this site, but the staff found them to be too young to benefit from formal career-education classes, which were the CAP resource specialist's chief responsibility. However, the resource specialist was available to provide counseling services if needed; during the year under review, 12 sixth graders were served in this way.

Overall, 62 percent of the project students were ninth graders; 19 percent were in the seventh grade; 15 percent were in the eighth grade; and 4 percent were in the sixth grade (see Table 1).

Table 2 presents students' countries of birth. Fifty-seven percent were born in the People's Republic of China; 17 percent were born in Taiwan; and 13 percent were born in Hong Kong. Five percent of the students were born in the United States.

The native language of 70 percent (n=185) of the target students was Cantonese. Another 26 percent (n=70) spoke Mandarin. Native language data were not provided for 10 students (4 percent).

Approximately 61 percent of the project students at I.S. 131 had been educated in the United States for three years or less; 21 percent had only one year of education in this country. In contrast, only 39 percent of the project students at J.H.S. 73 had been in U.S. schools three years or less, and only 9 percent had one year of education in this country.

TABLE 1

Distribution of CAP Students by Grade and School

Grade	I.S. 131	J.H.S. 73	Total	Percent
6	0	12	12	4
7	0	49	49	19
8	0	40	40	15
9	147	17	164	62
TOTAL	147	118	265	100
PERCENT OF TOTAL	55	45	100	

- More than half of all students were ninth graders.
- All students at I.S. 131 were in the ninth grade whereas most students at J.H.S. 73 were in the seventh and eighth grades.
- Twelve sixth graders received project services at J.H.S. 73.

TABLE 2

Number and Percent of Project Participants
by Country of Birth

Country of Birth	Number	Percent
People's Republic of China	150	57
Taiwan	45	17
Hong Kong	33	13
United States	14	5
Vietnam	13	5
Other Asian Country Unspecified	8	3
TOTAL	263*	100

*Data were missing for two students.

- Most participants were born in the People's Republic of China.

III. FINDINGS

The evaluation findings for the 1986-87 academic year include objectives measurable by standardized tests and those assessable by an examination of program material and records, site visits, interviews with school personnel, and a questionnaire completed by Title VII staff. In the following section, findings are presented by the instructional and non-instructional objectives proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--The target students will demonstrate an appropriate increase in English language proficiency as indicated by statistically significant gains at the .05 level on the Language Assessment Battery (LAB) or the Degrees of Reading Power Test(D.R.P.).

At each site, project students who had scored below the twenty-first percentile on the LAB in the fall of 1986 were enrolled in E.S.L. courses.

Classroom Observations

A beginning-level E.S.L. class for ninth-grade students was observed at I.S. 131. Eighteen Chinese-speaking students were present in the class, including one student who had arrived just two weeks earlier.

The aim of the lesson was to learn how to say the names of numbers in English. The students were working from the text

English Step by Step. During the first half of the lesson the students completed an exercise in their workbooks. The teacher, a native Chinese speaker, worked with individual students to complete the task. When this exercise was completed, the teacher wrote simple addition, subtraction, multiplication, and division problems on the blackboard and selected students to read aloud and give an answer to each problem. Many students volunteered by raising their hand. Most of the lesson was conducted in English, but the teacher used Chinese to provide explanations to newer students.

The second half of the lesson was on telling time. After reviewing a list of new terms, the teacher asked students to repeat them and to define each one in English. During both halves of the class, the teacher asked the students to repeat new words several times in order to improve their pronunciation.

An ungraded E.S.L. class containing 12 Chinese and one Hispanic student was observed at J.H.S. 73. According to the teacher, most of these students' English-language skills were very limited.

To begin the lesson, the teacher reviewed a story about a problem-plagued wedding reception, which the class had read before spring recess. She then asked the students to list the problems faced by the wedding guests. As students spoke about the shortage of knives, the small size of the plates, the missing saucers etc., the teacher held up each item for the entire class to see.

To begin the lesson's second half, the teacher displayed, out of sequence, four large photographs illustrating the stages of a wedding. She then called upon students to describe what was happening in each photo. New words introduced during this activity, such as "bride," "veil," "groom," and "chauffeur," were defined and written on the blackboard. Finally, the teacher chose a student to arrange the photos in chronological order.

Next, the teacher read short paragraphs from the text What's The Story and selected students to answer questions based on the reading. Not many students were eager to participate, but the teacher waited until each student had given a response.

As a final activity, the teacher had the students ask each other four questions based on the photos. Selected students were then sent to the blackboard to write their questions. Grammatical errors were corrected and explained.

Student Achievement

To assess students' achievement in English reading, a correlated t-test was computed on the LAB and the D.R.P.* This statistical analysis determines whether the difference between pretest and posttest mean scores is significantly greater than would be expected from chance variation alone.

A total of 249 students were tested either on the LAB, the D.R.P., or both in the spring of 1986 (pretest) and the spring of 1987 (posttest). Seventy-eight students (31 percent) had pretest and posttest LAB scores, and 118 (47 percent) had pretest and posttest D.R.P. scores. Of the 78 students for whom complete LAB data were available, 36 were also tested on the D.R.P. in the spring of 1987; none of the students with complete D.R.P. scores were tested on the LAB either year. Forty-one students were tested only once on either the LAB or the D.R.P. (18 were tested only in 1986 and 23 were tested only in 1987), while 12 were tested with the LAB in 1986 and the D.R.P. in 1987. Sixteen project students were not tested at all.

Students' raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores.

*The Degrees of Reading Power was developed by the College Board to provide information about student reading ability on the same scale used to describe the difficulty of textbooks. The Kuder-Richardson reliability estimates are above .94, and various studies have demonstrated the validity of the test. It has convergent validity correlation coefficients with the California Achievement Test ranging from .77 to .85, and it was found to have a predictive validity correlation coefficient of .89 with the Word Completion Test.

They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Thus, scores can be compared to the norming population.

Given that N.C.E.s are based on the norm group's scores, a raw score gain, which usually results in grade equivalent gains, can result in no change or a decline in N.C.E.s. There are several reasons for this. Several consecutive raw scores may correspond to the same N.C.E., especially at the upper and lower ends of the scale. In addition, the norm group is also making raw score (and grade equivalent) gains, so that students must gain as much as the norm group to stay at the same N.C.E. Therefore, an N.C.E. gain, no matter how small, indicates improvement while a decline in N.C.E.s means that while a student may be making progress, the rate of progress is slower than that of the norm group.

Pretest and posttest N.C.E. scores were provided for 28 students tested on the LAB, Level 3. As Table 3 indicates, N.C.E. score gains on the LAB were statistically significant for the seventh- and ninth-grade students for whom complete data were available. Eighth graders also made gains that were quite large, but their gains were not statistically significant, partly due to the small number of students in the sample (the gains of one sixth grader are not presented on the table). It appears that students in all grades are improving in English proficiency.

In addition, LAB N.C.E. scores were available for 50 ninth graders who were pretested on Level 3 and posttested on Level 4. Students' scores on the pretest averaged 7.9 (s.d.=9.4); on the posttest the mean was 24.8 (s.d.=16.9). These students gained an average of 16.9 (s.d.=12.5) N.C.E.s which was statistically significant. Again, it appears that these students' English-language proficiency is improving.

The proportion of students making gains is also presented in Table 3. Six of the seven seventh graders (86 percent), and four of the seven eighth graders (57 percent) made gains on the LAB. Of the 13 ninth graders pretested and posttested on LAB, Level 3, nine (69 percent) made gains; 44 of the 50 ninth graders (88 percent) who were pretested on Level 3 and posttested on Level 4 made gains.

For the remaining students who were tested on the D.R.P., N.C.E. scores were available for 118 students in grades six through nine. As Table 4 indicates, students in grades seven through nine made gains on the D.R.P. However, only ninth graders made statistically significant gains (5.3). Seventh- and eighth-grade students made smaller gains (4.3 and 1.5, respectively) that did not reach statistical significance. Sixth graders decreased in N.C.E.s (-5.8) but this decrease was not statistically significant since the number of students (5) was so small.

The lack of statistical significance for seventh and eighth graders was partly due to their high pretest N.C.E. scores which was close to 50 for both grades.

Table 4 also presents the proportion of students making gains on the D.R.P. The majority of ninth and seventh graders (72 percent and 70 percent, respectively) made gains in N.C.E.s. Thirty-six percent of the eighth graders and one of the five sixth graders improved relative to the norm group.

The results of the LAB and D.R.P. tests indicate that in general, CAP students were making improvements in English proficiency and English reading or had already caught up to the norm group, thereby meeting the proposed objective in this area.

TABLE 3

Growth in English Proficiency

Significance of Mean Total N.C.E. Score Differences
Between Initial and Final Test Scores of Students on the
Language Assessment Battery (English), by Grade and Level
(Level 7, 8, and 9)

Grade	N	Pretest Level 3 Mean	Pretest Level 3 Standard Deviation	Posttest Level 3 Mean	Posttest Level 3 Standard Deviation	Difference Mean	Difference Standard Deviation	Proportion Making Gains
7	7	7.0	3.0	15.9	10.1	8.9*	10.1	86
8	7	13.7	16.0	21.3	16.4	7.6	8.7	57
9	13	3.7	4.6	8.5	6.9	4.8*	5.9	69
		Pretest Level 3		Posttest Level 4				
9	50	7.9	9.4	24.8	16.9	16.9*	12.5	88

* Statistically significant at the .05 level.

•Seventh and ninth graders made statistically significant gains.

TABLE 4
English Reading Achievement

Significance of Total Normal Curve Equivalent (N.C.E.) Differences Between Initial and Final Test Scores on the Degrees of Reading Power Test by Grade (Grades 6, 7, 8, and 9)

Grade	N	Pretest		Posttest		Difference		Proportion Making Gains
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	
6	5	58.4	9.2	52.6	6.8	-5.8	6.5	20
7	23	46.7	18.7	51.0	13.6	4.3	10.5	70
8	22	52.9	12.8	54.4	12.7	1.5	5.9	36
9	68	27.9	11.7	33.1	11.9	5.3*	7.9	72

*Significant at the .05 level.

•Ninth graders made statistically significant gains.

NATIVE LANGUAGE ARTS

--At least 70 percent of the participating students will show significant gains in native language arts as indicated by the results on the final course grade.

I.S. 131 provided native language arts instruction for newly arrived Chinese students who studied in an annex called the "welcome school," but these students were not in the program. J.H.S. 43 provide native language arts instruction for Hispanic students, but not for Chinese students.

Student Achievement

Since students did not receive instruction in Chinese language arts, this objective was not assessed.

CONTENT-AREA SUBJECTS

--At least 70 percent of the students enrolled in mathematics, science, social studies, and computer skills (in the second and third project year) courses will score at or above the 65 percent passing criterion on their final course grades.

Bilingual (Chinese/English) instruction in mathematics, science, and social studies was available at I.S. 131. Since no bilingual courses were offered for Chinese students at J.H.S. 73, project participants were enrolled in mainstream classes in these subjects. Project students at both sites were enrolled in mainstream classes in art, music, and physical education.

Although the computer skills objective had been proposed for implementation during Project CAP's second and third years, in the fall of 1986 four Apple IIc computers were ordered for J.H.S. 73 and six were ordered for I.S. 131. They arrived at the beginning of the spring semester and were being installed when the first evaluation visit was made in February. Computer classes began at J.H.S. 73 in May for 15 LEP students. Classes were held two days a week from 8 a.m. to 9 a.m.

It was expected that computer classes would be offered at both schools in the fall 1987 term, and that students would also use the computers as part of their career awareness classes. Thus, it was intended that computers would serve a three-fold purpose:

--to introduce students to computer use and increase their computer literacy;

--to increase students' English language proficiency through

the use of word processing software; and

--to increase students' career awareness through the use of career education software.

Tax-levy teachers provided by the school or hourly teachers funded by the project will teach the computer classes.

In an interview, the database coordinator at I.S. 131 said he was working with the CAP resource specialist to select compatible and relevant software for student use. According to the project director, the following software had been selected: Micro Art of Interviewing, Assessing Specific Employability Skill Competencies, The Employability Inventories, and Expectations on the Job. Additional materials were to be reviewed by project staff during the summer months.

Classroom Observations

A geometry class conducted in English and Cantonese was observed at I.S. 131. Twenty-eight students out of an enrollment of 30 were present. The aim of the lesson was to review a test the students had taken the previous day. After distributing the test papers, the teacher announced that, on the whole, the results had not been satisfactory. She praised those students who had performed well and publicly criticized those who had not -- a traditional Chinese way of motivating students. She then reviewed each test question to determine where the students had gone wrong. Her approach appeared to work well: all the students who had done poorly paid close attention to the lesson and corrected their errors; some even offered to re-solve the problems

correctly on the blackboard. Throughout the lesson students used both English and Cantonese to address the teacher and each other.

At J.H.S. 73, the second half of a two-period remedial mathematics class for ninth graders was observed. The class was conducted entirely in English and contained 35 students. Four were Chinese-speaking LEP students whom the teacher said had advanced E.S.L. skills.

The "do now" exercise asked students to solve two equations containing an unknown. After enough time had passed for the class to complete both problems the teacher called on two students to write their solutions on the blackboard.

The teacher then introduced the day's topic: "How do we find the area of two different size rectangles when only comparative measurements are known?" During the discussion, the concepts of square inches, square feet, and square yards were explained. While the class worked on the problem, the teacher helped individual students with their work. In an interview, the teacher said that these students were at the "bottom level" of mathematics ability.

The science class observed at I.S. 131 was a ninth-grade general science class of 29 students. According to the teacher, most had been in the United States for some time. For this reason, she conducted most of the lesson in English and only used Cantonese to explain more difficult concepts.

The objective of the lesson was to learn why some metals corrode. The teacher defined corrosion, cited examples from daily

life, and showed various objects she had brought in to illustrate the process. After all the students had gotten a chance to examine these objects, the teacher summarized the causes of corrosion and contrasted the difference between physically and chemically induced corrosion. She went on to ask the students to read a related passage from their textbooks. The last few minutes of the period were spent asking comprehension questions.

Although the students were attentive and well behaved throughout the lesson, they were reticent about answering the teacher's questions. Since only a few raised their hands, the teacher had to pick other students to respond. These students generally responded in such low voices that the teacher had to ask them to repeat their answers.

The science class observed at J.H.S. 73 had 32 eighth-grade students. The class was held in a chemistry lab located in the school's new wing. The room was decorated with student drawings of the solar system, weather patterns, and tidal motion.

The various types of physical weathering -- such as frost action, plant action, and pressure loading -- and the difference between these phenomena and chemical weathering were the subjects of the lesson. The class was conducted entirely in English, and the teacher had excellent rapport with the students. Most of them appeared interested in the lesson; many volunteered to answer the teacher's questions; and several asked questions during the presentation. However, the eight Chinese students in the class did not participate actively. Their main interest appeared to be

copying the notes written on the blackboard into their notebooks.

A bilingual ninth-grade social studies class containing 22 students was observed at I.S. 131. It was taught by a Chinese-speaking teacher who also served as a grade advisor.

The topic of the lesson was the peoples, culture, and characteristics of the "desert" area of northeast Africa. Although the teacher spoke in both languages with no set pattern, more Chinese was used than English. New words pertaining to the topic, such as "oasis," "Moslem," "burnoose," "kaffiyeh," and "sheik," were written on the blackboard and defined. During the lesson, the teacher repeatedly referred to maps hung around the room, to pictures in the class text (Our Earth), and to a picture book she had brought in. She drew many parallels between Saharan and Chinese culture, paying special attention to the role of Mongolian desert nomads in Chinese history and Saharan nomads in Middle Eastern History. All the students paid close attention to the teacher's presentation and were very well behaved. They copied the material written on the blackboard into their notebooks diligently, and responded to the teacher's questions enthusiastically.

In an interview with a member of the evaluation team, the teacher said that most of the students were Cantonese speakers who had arrived in this country in September 1986. She said they were at the intermediate level of E.S.L. and academic ability.

At J.H.S. 73 a seventh-grade social studies class was observed. It contained 32 students from several ethnic

backgrounds and was conducted entirely in English.

The aim of the lesson was to discuss why the United States became a nation of cities by 1900. The teacher began the period by asking the students to list the reasons why different immigrant groups had come to the United States and why so many immigrants chose to settle in urban areas. Many class members, including the Chinese students, eagerly volunteered answers such as religious persecution, job opportunities, and agricultural blights. New terms, such as ghetto, slum, and tenement were defined and written on the blackboard.

The teacher's presentation was well organized, and he had excellent rapport with the students. His attempts to write Chinese numerals were well received by the students, who laughed and corrected his mistakes.

Student Achievement

Final course grades in mathematics were available for 261 students. Of these, 251 or 96 percent scored at or above the 65 percent passing criterion. Overall, the average final grade for these students was 80.2 percent.

The passing rates for students in science and social studies were even higher. Data in each area were available for 260 students. In science, 97 percent (n=252) scored at or above the proposed criterion. The average final grade was 79.1 percent. In social studies, 99 percent (n=256) met or exceeded the criterion and the average final grade was 80.8 percent. Clearly, the program objective in this area was achieved and surpassed.

CAREER AWARENESS CLASSES

Small-group career awareness classes, conducted by the CAP resource specialists, were offered at both sites. Since high school materials were too advanced for junior high school students and it was difficult, if not impossible, to find Chinese-language materials, curricular materials for these classes were either created originally or adapted by the project from other sources.

At I.S. 131, the resource specialist held career awareness sessions for two periods a day, four days a week in conjunction with the one-period-a-week group guidance sessions held by grade advisors. Since only one of the school's three grade advisors was Chinese-speaking, it had been decided to use the CAP resource specialist to work with the ninth-grade students served by the non-Chinese-speaking grade advisors. Approximately half the students were pulled out of their weekly group guidance session to work with the resource specialist. In other words, each student would see her once every two weeks.

At J.H.S. 73, the resource specialist held career awareness sessions for seventh- through ninth-grade students for three periods on Monday and Tuesday, two periods on Wednesday, and four periods on Thursday. Once a week, each student was pulled from another class, such as physical education or art, to attend career awareness class. Sixth graders had initially been targeted for participation but were found to be too young to benefit in any significant way. However, several Chinese LEP students in this

grade had been referred to the Project CAP resource specialist for individual counseling.

Classroom Observations

Three career awareness classes were observed at I.S. 131. The aim of the first two classes was to help the students learn more about their values by completing a worksheet. After the form had been filled out, each student was asked to tally his/her score and to share the outcome with the class. The teacher attempted to get the students to explain their answers and to talk freely about their feelings. The students in both classes appeared to enjoy the exercise. There were many jokes, and the students teased each other about their answers.

For the second half of the lesson, the students were given a handout which listed adjectives used to describe personality. The teacher reviewed each term, supplying precise definitions for unfamiliar ones. The students then were asked to list the terms that best described their own personalities; several students were asked to read these lists aloud. As a final activity, the teacher turned the exercise into a game by asking the students to describe themselves in two words that began with the initials of their first and last names.

Ten Chinese-speaking LEP students were present in the first class, and 14 students were present in the second. In both classes, the resource specialist spoke entirely in English. The students responded in English but used Chinese among themselves.

Thirteen Chinese students were present in the third career

awareness class that was observed at this site. The class was, for the most part, conducted in English, although some Chinese was used to provide emphasis and explanations. The aim of the class was to prepare students to look for summer jobs. To this end, the resource specialist selected students to act out the parts in a skit entitled "Get Hired," which describes one girl's success in getting a summer job. As a preparatory exercise, the teacher reviewed the skit's vocabulary and sentence structure. The students' eagerness to participate was obvious to the observer, with all of them vying to be chosen to play a part. When the students were later asked how they liked the class, all responded they liked it very much and had learned a great deal.

Four career awareness classes were also observed at J.H.S. 73. Although visited on different days, three of the classes centered on the same topic, -- "My interview with the boss." The first class contained only two seventh-grade students (perhaps because it took place on the first period of the first day after spring vacation); the second class contained eight eighth graders; and the third class contained five seventh-grade students.

The lesson topic for all three classes was written on the blackboard in English, as were new vocabulary words. The teacher defined these new words and made the students repeat them for pronunciation. The teacher then distributed several handouts taken from Getting A Job Process Kit (R. Zedlitz, Cincinnati: South-Western Publishing Co., 1981). The first was a list of

"do's and don'ts" to be observed during an interview. The students took turns reading the list aloud. If they hesitated, the teacher helped with difficult vocabulary, referring the students to the blackboard for the appropriate definition.

The next exercise asked the students to determine if certain sentences were appropriate to use during an interview. Once again, the students took turns reading the sentences and the teacher helped with reading and pronunciation. The students in all three classes appeared to enjoy this part of the lesson and laughed at some of the choices.

For the third activity, the students were asked to play the parts of an interviewer and a job applicant, using questions provided on the handout and supplying their own answers based on fictitious information. During these "interviews," the teacher rated each participant on poise, attitude, and expressiveness. Because of the small size of the classes, each student had the opportunity to play both roles. Although most of the students were initially hesitant to perform in front of their classmates, they became more relaxed and involved as the interview proceeded. At the end of each class, the teacher reviewed the appropriate format for a follow-up letter.

The first class was conducted entirely in English. Although one of the students had been in the United States for only six months, she told the observer that her English was good enough to follow the lesson, and that she had learned several new things in the classes. The other two classes were also conducted in

English, although the resource specialist did translate some of the material into Chinese for a newly-arrived student during one session. The students in all three classes used English when addressing the teacher but spoke to each other in Chinese.

One of these classes was held while a physical education class was taking place in the adjacent gym. The laughter and shouting from this class was sufficient to force the resource specialist to raise her voice several times during her presentation.

A dialogue entitled "Offer Your Best Ability" was used in the fourth class observed at this school. Five students were present. The resource specialist used about 90 percent English and 10 percent Chinese during the period. The first half of the lesson centered on introducing new vocabulary, reading the dialogue aloud, and answering comprehension questions. For the second half, the students role-played, taking the parts presented in the dialogue. Their performances led them to discuss the ideas presented in the exercise, as well as their own individual talents. After the class, many students admitted to the observer that they had learned many things about themselves that they had not realized before.

AFFECTIVE DOMAIN

--Students' attendance will be significantly higher than that of mainstream students as indicated by school attendance records.

To prevent student attrition and promote better attendance, the project included a number of supportive strategies in its non-instructional component, including academic guidance, personal and career counseling, student placement in educational and internship programs, and tutoring in academic subjects.

Guidance and Counseling

When they were not in the classroom, both resource specialists provided individual guidance and counseling to program students. Their daily schedules were posted on the office door for students and school staff to see.

Although the ninth-grade guidance counselor at I.S. 131 spoke Chinese, she often referred students to the CAP project if they needed more individualized help. In an interview, a monolingual English-speaking grade advisor at this school said that many of her students were having adjustment problems and that in her group guidance sessions she tried to use role-playing techniques so that students could see both sides of a situation (e.g. traditional Chinese parental attitudes toward discipline versus more liberal American attitudes). She added that she often referred students to the CAP resource specialist so they would have someone to talk to in their native language.

None of the guidance staff at J.H.S. 73 spoke Chinese; therefore, the CAP resource specialist was available to translate

for teachers and students and meet with individual students whenever necessary.

The project kept detailed information on all students (see Appendix A), including a record of career counseling sessions. A member of the evaluation team witnessed one meeting at I.S. 131 between the resource specialist and two LEP students who had been referred by their teachers. The students and the resource specialist spoke mainly in Chinese, but used some English. The topics discussed included: the CAP program; how to obtain social security numbers and working papers for summer jobs; and alternatives to employment, such as unpaid internships (if family finances permitted). In addition to filling out the student data cards, the students were asked to complete an Interest Inventory (see Appendix B) that solicited information on their interests and leisure activities.

Student Placement

The resource specialists were able to refer 25 project students to instructional programs offered at several New York City public schools during the summer months. In addition, twelve students were placed in various city agencies for paid work experience through the Summer Youth Employment Program, and ten students entered an internship program at Goldwater Memorial Hospital.

Tutoring

CAP staff were available to tutor project students in all

areas. During a forty-minute individual tutoring session observed at J.H.S. 73, the resource specialist helped a student with English, cleared up some difficulties in mathematics, and answered questions on homework assignments in several other subjects.

Attendance Outcomes

To determine if the difference between program and school attendance was statistically significant, a z-test was computed.* This procedure tests whether the difference between one proportion (the project's attendance) and a standard proportion (the school's attendance) is greater than can be expected from chance variation.

The attendance rate of project students at I.S. 131 was 98 percent, approximately 4 percentage points above the schoolwide attendance rate (94 percent). The z-test results ($z = 2.01$) indicated that program students' attendance was significantly higher ($p<.05$) than that of mainstream students.

The attendance rate of project students at J.H.S. 73 was 97 percent, approximately 12 percentage points above the schoolwide attendance rate (85.0 percent). The z-test results ($z = 3.7$) indicated that program students' attendance at this site was also significantly ($p<.05$) higher than mainstream students' attendance. Thus, the program objective was achieved.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics (Atlanta, GA: Scott, Foresman and Company, 1968).

FIELD TRIPS

--The program will organize at least four field trips to cultural centers and business sites to increase students' familiarity with American culture and with the world of work.

The proposed objective in this area was surpassed at each school. The field trips made during the 1986-87 academic year were as follows:

School	Date	Place	No. of Students
I.S. 131	4-6-87	The New York Experience	20
	4-23-87	Ringling Bros. & Barnum & Bailey Circus	29
	4-23-87	The New York Experience	20
	5-30-87	The Bronx Zoo	5 (and parents)
	6-28-87	The Statue of Liberty	20 (and parents)
J.H.S. 73	12-18-86	The New York Experience	45
	4-23-87	Ringling Bros. & Barnum & Bailey Circus	87
	5-12-87	N.B.C. Television Studios	25
	5-14-87	The High School of Fashion Industries	21
	5-26-87	A.T.& T.	10
	6-10-87	Goldwater Memorial Hospital	10

CAP students also participated in schoolwide activities offered at each site. In addition, at J.H.S. 73, the project aimed to familiarize the mainstream population with Chinese culture. For example, the resource specialist at this site presented information on the Chinese New Year to the entire school over the public address system.

GUEST SPEAKERS

--The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements as indicated by project records.

In fulfillment of the above objective, CAP sponsored a career seminar at J.H.S. 73 in May (see Appendix C). Project staff, the principals of the two participating schools, and 45 students heard representatives of the Asia Bank National Association and World Television Inc. talk about careers in banking and the media. In addition, an E.S.L. specialist from the Office of Bilingual Education spoke to students about preparing for job interviews.

STAFF DEVELOPMENT

--Program staff members will participate in teacher-training conferences and workshops as indicated by project records.

--Program staff members will enroll in at least one university course each semester as indicated by college course registration records.

Both staff development objectives were met. Project CAP staff members gathered each Friday to discuss common problems and plan program activities. In addition, the project director held a planning session in the fall to discuss how to use computers to achieve the project goals. Staff members also attended computer training sessions offered by the Board of Education.

The project director attended four E.S.L. workshops sponsored by O.B.E., three career education staff development workshops sponsored by Open Doors, five Title VII-related meetings at Board of Education headquarters, the New York State TESOL and SABE

conferences, and several citywide workshops on Chinese heritage and culture. In addition, all staff members attended a three-day "humanizing experience conference" sponsored by the New York State Education Department.

Both resource specialists were enrolled in university courses. One attended two courses at City University, and the other completed her master's degree at St. John's University. The paraprofessional also earned six undergraduate credits at La Guardia Community College.

The project's resource specialists were also involved in the training activities offered at their respective sites. Both attended their school's faculty meetings, and at one such meeting at I.S. 131 the resource specialist introduced the project to the mainstream staff. In addition, the resource specialist at J.H.S. 73 offered a Chinese-language class to six English-speaking teachers after school. (A listing of the project's staff development activities is included as Appendix D.)

CURRICULUM DEVELOPMENT

--By the end of the project year, the resource specialists will have developed three resource manuals on career awareness for teachers and students.

This objective was partially fulfilled: by the end of the school year, the staff developed one resource manual for teacher use, A Teacher's Guide: Career Exploration And Awareness For Chinese Bilingual Students. A student workbook for use with the teacher's guide is scheduled for development during the summer of 1987.

PARENTAL INVOLVEMENT

--The program will offer workshops to parents of the target population as indicated by program and school activity records.

The proposed objective in this area was met. In January, the project distributed a survey to parents of CAP students at both schools to determine their interest in attending E.S.L., citizenship, and high school equivalency classes. Because of the response at I.S. 131, the project began offering an E.S.L. class to Chinese parents on Saturday mornings from 9 a.m. to 11 a.m. taught by an hourly teacher. A review of class attendance cards revealed that approximately 15 parents attended the sessions during the spring semester. The course ended with a trip to the Statue of Liberty for all participants. The parents were also asked to evaluate the classes and offer suggestions for their improvement in the fall (see Appendix E).

In addition to E.S.L. classes, the project held an "open house" meeting at each school to introduce the project to members of the Parent Teacher Associations (P.T.A.). Approximately 20 parents attended the meeting held at I.S. 131, and 40 parents attended at J.H.S. 73. Speakers at both sites included the school principals, the director of O.B.E., the project director, the president of the P.T.A., and the resource specialists.

The project also sponsored three field trips for students' parents: to the Bronx Zoo (27 parents attended); to see the play, "Big River" (20 parents attended); and to the Statue of Liberty (80 parents attended).

The project also assisted in publicizing the Ninth Annual City-wide Chinese Parents' Conference held on May 17th at P.S. 124 in Manhattan. The conference was sponsored by the New York Chinese Bilingual Educators' Committee and offered parents information on such topics as two-way bilingual education programs, high school graduation requirements, substance abuse, adult education, and special education.

In addition to these formal activities, the resource specialists translated for parents who came to the schools, and were often asked by guidance personnel to talk with parents about their children's disciplinary or academic problems. They also contacted parents at their homes during evening hours to discuss field trips and school meetings.

In an interview, the principal of J.H.S. 131 said that most of the parents were involved in school-sponsored activities and that their attendance was high on open-school night.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After reviewing the project's instructional and non-instructional activities, as well as students' performance on standardized and teacher-made examinations, the evaluation team concurs that Project CAP has successfully fulfilled all but two of its proposed objectives during its first year of Title VII funding.

During the fall semester, qualified staff were hired to conduct project activities; training was offered to all project personnel; project staff were assigned working space and material resources at each school; target students were identified for participation; and career awareness classes and counseling and tutoring services were provided at each site. In addition, computer terminals were purchased and installed at the two sites, and relevant software was identified for student use in the project's second year. In the spring, the project's services were expanded to include field trips for students, presentations by guest speakers, and special activities for students' parents.

A review of student achievement revealed that instructional objectives were met in the areas of English-language achievement, mathematics, science, and social studies. It should be pointed out that the project's inability to met the N.L.A. objective was due to a circumstance beyond its control, namely the schools did not offer native language arts for the program students.

The project's non-instructional objectives were achieved in

the areas of staff development, parental involvement, career development, and attendance. Although only one resource manual was developed during the first year (instead of the proposed three), this appeared reasonable considering the fact that the resource specialists met only once a week during the spring term.

The success of Project CAP is due, in part, to the dedication and expertise of the project director. Her previous experience with multi-site bilingual education programs was evident in her selection of competent and enthusiastic staff, her frequent communication with the project's three staff members, and the good relations she maintained with personnel at the participating schools.

In an interview, the principal of I.S. 131 praised the project as being "well run," and admitted that the school probably could not have provided the individualized services that the project provided to Chinese LEP students. The guidance and teaching staffs at both schools were aware of the project and referred many students to the CAP resource specialists for assistance. According to both resource specialists, the students felt comfortable and confident in their classes, and many discussed personal problems with them that they would not confide to mainstream faculty.

In sum, Project CAP was successfully providing students not only career instruction, but a level of support which would otherwise have been unavailable. The services provided by Project CAP appear to have been badly needed, particularly at J.H.S. 73,

where none of the faculty spoke Chinese.

RECOMMENDATIONS

The following recommendations are offered to improve the project in its second year of operation:

1) At I.S. 131, Project CAP is well integrated with the school's guidance component. However, this does not appear to be the case at J.H.S. 73. The project might therefore consider approaching the school administration to make the career awareness classes a regularly scheduled part of the Chinese students' academic program. Although most of the students interviewed at this school said that they enjoyed the career awareness classes and were learning new things, it was reported that several had dropped the once-a-week lesson to remain in the "fun courses" they were missing during that period.

2) The project might consider extending future services to the eighth graders at I.S. 131. Since this population will be preparing to apply to high school in the ninth grade, they need to begin exploring career options so they can make informed choices about which secondary schools can best meet their interests and needs.

3) If funding permits, the services of a paraprofessional are needed at J.H.S. 73 to help the resource specialist with record-keeping and other clerical tasks. If a full-time position is not possible, perhaps the project might consider dividing the paraprofessional's responsibilities between the two schools.

4) The project might consider relocating the project office

at J.H.S. 73, or at least holding the career awareness classes elsewhere so students are not distracted by noise from physical education classes.

5) CAP staff at both schools should have a telephone in the project office. The current arrangement makes it hard for them to contact the project director, and limits non-instructional activities, such as scheduling guest speakers, arranging job internships, and planning field trips to one day a week at the central office.

6) Classroom activities should allow for more creative ways to present the career education material. In addition to relying on the printed handouts used in the project's first year, the staff might consider using filmstrips and other audio-visual aids to facilitate student learning and increase their participation and interest.

7) The project might consider proposing an evaluation objective based on student performance in the career awareness classes.

V. APPENDICES

APPENDIX A

OFFICE OF BILINGUAL EDUCATION
CHINESE BILINGUAL CAREER AWARENESS PROGRAM

STUDENT DATA CARD

School: _____ Date: _____

Name: _____ Male ☐ Female ☐
LAST NAME FIRST NAME

Home Address: _____ Birthdate: _____
APT. #

Mother's name: _____ Home Tel. # _____
LAST NAME FIRST NAME

Father's name: _____ Country of Birth _____
LAST NAME FIRST NAME

Guardian's name: _____ No. of years in U.S. _____
(IF APPLICABLE) LAST NAME FIRST NAME

Language spoken at home: _____ Language spoken with friends: _____

FOR OFFICE USE ONLY

Attendance

86 _____

87 _____

88 _____

Test Scores

Teacher made test: _____ CTBS/CAT: _____

Sanford: _____ LAB: _____

STUDENT'S PROGRAM

Grade: _____, Fall 86

1st Per. _____
2nd " _____
3rd " _____
4th " _____
5th " _____
6th " _____
7th " _____
8th " _____
9th " _____

Home Room # _____

Grade: _____, Spring 87

1st Per. _____
2nd " _____
3rd " _____
4th " _____
5th " _____
6th " _____
7th " _____
8th " _____
9th " _____

Home Room # _____

Grade: _____, Fall 87

1st Per. _____
2nd " _____
3rd " _____
4th " _____
5th " _____
6th " _____
7th " _____
8th " _____
9th " _____

Home Room # _____

Grade: _____, Spring 88

1st Per. _____
2nd " _____
3rd " _____
4th " _____
5th " _____
6th " _____
7th " _____
8th " _____
9th " _____

Home Room # _____

Grade: _____, Fall 88

1st Per. _____
2nd " _____
3rd " _____
4th " _____
5th " _____
6th " _____
7th " _____
8th " _____
9th " _____

Home Room # _____

Grade: _____, Spring 89

1st Per. _____
2nd " _____
3rd " _____
4th " _____
5th " _____
6th " _____
7th " _____
8th " _____
9th " _____

Home Room # _____

F. Pu Folkes
Project Director

Ching Fang Chen
Wendy Yang
Career Advisors

CAREER ADVISEMENT RECORD

Student's Name _____
Last First Middle

Date of Birth _____ Place of Birth _____

Address _____ Tel. No. _____

_____

Last School Attended _____ Yes ( ) No
Grade Country Date Graduated

Date of Arrival in U.S. _____ Place: _____

Date of Arrival in N.Y. _____

Career Goal: _____ Education Goal: _____

Interview record: _____ Date _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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APPENDIX B

NAME: _____

Worksheet 1

Interest Inventory: Leisure Activity

How do you enjoy spending your leisure time? This Interest Inventory will help you. It will also help you begin to think about a job. You will be happier with a job that is closest to your interests.

DIRECTIONS:
1. Read each activity.
2. Put a check in the column that describes you.
3. Add the number of checks in each column.

I. Sports Activities	I Do	Want To Do	Can't Do
a. swimming			
b. bicycling			
c. baseball			
d. football			
e. handball			
f. other			
TOTALS			

II. Activities Indoors			
a. bowling			
b. pool (billiards)			
c. basketball			
d. dancing			
e. ping pong			
f. other			
TOTALS			

III. Creative Activities	I Do	Want To Do	Can't Do
a. playing music			
b. drawing			
c. painting			
d. sewing			
e. singing			
f. other			
TOTALS			

IV. Other Activities			
a. watching TV			
b. going to see movies			
c. reading			
d. playing video games			
e. games--checkers cards, etc.			
f. other			
TOTALS			

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APPENDIX C

A Career Seminar
J.H.S. 73
Library
May 27, 1987

A G E N D A

Welcome	Ms. Patricia Ruddy Principal J.H.S. 73
Introduction	Ms. Florence Pu-Folkes Project Director Project CAP
Moderator	Ms. Wendy Yang Career Advisor
"Careers in Banking"	Mr. Jen Tai Tsai, Chairman Asia Bank National Association
"Careers in The Media"	Mr. Karl Wong Manager World Television

- BREAK -

Moderator	Ching Fang Chen Career Advisor
"Making It in N.Y.C.: A Career Ladder"	Dr. Archer Dong Principal I.S. 131
"Getting It Together: A Job Interview"	Ms. Carol Pertchick ESL Specialist English as a Second Language Unit, Office of Bilingual Education

BEST COPY AVAILABLE

APPENDIX D

Staff Development Activities

Staff development activities included weekly meetings to inform the staff of Title VII rules and regulations, OBE and school-program related activities, and other pertinent information.

Ongoing staff training involving guests with expertise in job training, internship, career education, program evaluation, ESL, and bilingual education.

Citywide Workshops and Conferences:

Citywide ESL workshops sponsored by ESL Unit, OBE

10-3-86	Columbia University
2-24-87	Vista Hotel
4-3-87	Hunter College
5-13-87	110 Livingston - Professional Library

Career Education Staff Development Workshops sponsored by Open Doors:

3-18-87	Pace University
3-25-87	Pace University
4-29-87	WWRL radio station (to acquaint teachers with the communications system and to inquire the possibilities of internship.)
1-23-87 A.M.	City hall (Chinese Culture & Heritage Ceremony)
1-23-87 P.M.	N.Y. Urban Coalition (Chinese Culture & Heritage Workshop)
2-12-87	110 Livingston Street. (Evaluation Seminar)
(3-10 to 3-11-87)	Holiday Inn Crowne Plaza (Telecommunications and Networking Conference sponsored by the Office of Technology)

October 10, '86 -- Title VII related workshops.
January 17, '87 -- Title VII related workshops
January 30, '87 -- Title VII related workshops
February 17, '87 -- Title VII related workshops
April 3, '87 -- Title VII related workshops

November 15-16, '86 NYSTESOL Conference

April 8-10, '87 Humanizing Experience Conference
sponsored by SED and Regents
attended by all project staff at
Concord Hotel
May 22-23, '87 SABE Conference-
New York Hilton Hotel

Attendance at the city universities:

Resource Specialist - St.John's University
a. Teaching Strategy in a Bilingual Classroom
b. Practicum in Bilingual/Bicultural Education
(6 credits taken in Spring '87. Now received
M.A. in Bilingual Education.)

Resource Specialist - City University on Staten Island
a. Assessment in Special Education
b. Remedial Reading in Special Education
(6 credits taken in Spring and Summer '87)

Paraprofessional - La Guardia College
a. Public Relations
b. Communication Arts for the Handicapped
(6 credits taken in Summer '87)

APPENDIX E
QUESTIONNAIRE FOR PARENTS PARTICIPATING
IN THE SATURDAY CLASSES

Dist. on last day of class 4p.1

I would appreciate your taking a few minutes to evaluate the ESL class in which you participate. Your answers will be confidential, therefore, you need not give us your name. Your honest appraisal of the class would help us in offering the most appropriate service required by you or future participants.

1) I find the ESL class to be:

Very Helpful	Helpful	Not Helpful	Other
Too Easy	Too Hard	O.K.	Other

2) The class would be better, if:

A

More Conversation	More Reading	More Writing	Other

B

Have More Reading Materials	Have More Role Playing (Practiacl Activities)	Have More Film Strips, Tapes, Pictoral Charts	Other

3) The day, time, and the length of class are:

Satisfactory	Too Long	Too Short	Other

4) The teacher is:

Satisfactory	Very Good	Need to Improve	Other

60

61

5) The materials used by the teacher are:

_____ Too Hard _____ Too Easy _____ Too Many _____ Not Enough

_____ Other

6) I will return to the class in the fall:

_____ Yes _____ No _____ Maybe _____ Other

7) I will bring a friend:

_____ Yes _____ NO _____ Other

Please submit the completed forms to Ms. C. Ling, the parent representative, who will then forward them to Ms. Wendy Yang, the Career Advisor of Project CAP.

Thank you for your cooperation.

中英双语職業訓練中心

週六家長英語班問卷

請大家利用數分鐘時間，回答下列問題，以助我們瞭解家長們对本英語班的看法和審核，以作為將来改進的參考和準則。本問卷无須具名，請大家給予最公正誠實的意見。

1. 我覺得本英語班：（請選一答案）

很有幫助　　稍有幫助　　无幫助

太容易　　太困难　　其他

2. 本英語班会更好，如果：

A. 多說　　多寫　　多讀　　其他

B.

增加教材　　增加模仿練習　　增加影片　　其他

3. 本英語班現有的時間.上課的時數.你覺得:

很滿意 太長 太短 其他

4. 本英語班老師.你覺得:

很滿意 還可以 須改進 其他

5. 老師所用教材.我覺得:

太難 太容易 太多 其他

6. 下學期秋季班我將會繼續上課:

是 否 也許 其他

7. 我下學期將會多帶朋友參加:

是 否 其他

※請交由凌太收回.轉交楊太信箱.

New York City Board of Education
OFFICE OF BILINGUAL EDUCATION
Nathan Quinones
Chancellor

Charles I. Schonhaut
Deputy Chancellor

Nilda Soto Ruiz
Director

APPENDIX E

January 27, 1987

Dear Parents:

Welcome to project CAP (Chinese Bilingual Career Awareness Program). This program is a federally funded program for Chinese bilingual students in I.S. 131 Manhattan and J.H.S. 73 Queens.

The program provides various workshops and activities to help parents of our students to improve their personal and professional life in this country.

It would help us to offer better services if we know your interests and needs. Please take a minute to answer the following questions and return the lower portion of this page to the school with your child.

For additional information regarding the program, please contact: Ms. Wendy Yang at I.S. 131, telephone # is 212-219-1204 and Ms. Ching-Fang Chen at J.H.S. 73, telephone # is 718-639-3817.

Thank you for your cooperation.

Sincerely yours,

Florence Pu-Folkes
Project Director

Please circle the items you are interested in.

I. I would like to participate in:

a. English class
b. Citizenship class
c. High-School Equivalency class
d. Other _____ (Fill in your choice)

II. The day and number of times I would like to attend the class. [Please specify the days of your choice] Week days (Mon, Tues, Wed, Thurs, Fri) or weekends (Sat, Sun.).

	1st	2nd	3rd
a. 1 time a week. Specify days	_____	_____	_____
b. 2 times a week. " "	_____	_____	_____
c. 3 times a week. " "	_____	_____	_____
d. 4 times a week. " "	_____	_____	_____

III. The time I would like to attend the class:

a. 3:00 p.m. - 5:00 p.m.
b. 7:00 p.m. - 9:00 p.m.
c. 6:00 p.m. - 8:00 p.m.

IV. The location where I would like to attend the class:

a. I.S. 131
b. J.H.S. 73
c. Other _____ (Fill in your choice)

BILINGUAL CHINESE CAREER AWARENESS PROGRAM
131 LIVINGSTON STREET • ROOM 2 04• BROOKLYN NEW YORK 11201 • 935-3904

NEW YORK CITY Board of Education
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Deputy Chancellor
Hilda Soto Ruiz
Director

親愛的家長們：

歡迎加入 Project CAPC(中英双語職業輔導課程)，這是由联邦政府經費下學為曼哈頓區131初中和皇后區73初中的中國双語學生所設立的課程，這個課程提供各種研習會及活動，幫助學生家長改善他們在美國的個人和職業生活。

如果我們知道您的興趣和需要，我們所提供的服務將會更好，請撥冗回答下列問題，並請您的子弟將下半頁帶回學校。

欲知此課程詳情，請聯絡：

131初中 Mrs. Wendy Yang 電話：(212) 219-1204
73初中 Mrs. Ching Fang CHEN 電話：(718) 639-3817

謝謝您的合作！

課程主任

謹上

一九八七年一月廿七日

請圈出您感興趣的項目：

I. 我希望參加：
   a. 英文班，
   b. 入籍公民班
   c. 高中同等學力班，
   d. 其他：(填入您的選擇) _____

II. 我希望上課的日期和次數(請註明選擇的日期)
   週日(星期一、星期二、星期三、星期四、星期五)或週末(星期六、星期日)
   a. 一週一次，日期：1. _____ 2. _____ 3. _____
   b. 一週二次，日期：1 _____ 2 _____ 3 _____
   c. 一週三次，日期：1 _____ 2 _____ 3 _____

III. 我希望上課的時間
   a 3:00 pm ~ 5:00 pm
   b. 6:00 pm ~ 8:00 pm
   c. 7:00 pm ~ 9:00 pm.

IV 我希望上課的地點：
   a 131初中
   b. 73初中
   c 其他 (填入您的選擇) _____

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